DOCUMENT RESUME

ED 171 452 RC 011 363

TITLE	Annual Report of the Texas Migrant Education Program ESEA Title I 1977-78.
INSTITUTION	Texas Education Agency, Austin. Div. of Evaluation.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Dec 78
NOTE	45p.; For related document see ED 152 463
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Ancillary Services; Educational Finance; Elementary Secondary Education; Enrichment Programs; *Instructional Programs; Kindergarten; Mathematics; *Migrant Education; Parent Participation; *Program Costs; Reading Achievement; *State Programs; Summer Programs; *Supplementary Education
IDENTIFIERS	Elementary Secondary Education Act Title I; *Texas

ABSTRACT

During 1977-78 the Texas Migrant Education Program provided supplementary instructional and support services to 85,302 children of migratory parents. Title I Migrant funds of $30,330,453 were expended for regular term programs by 271 participating Texas school districts and four nonprofit organizations. Supplementary instruction was provided to migrant students in reading, oral language development, communication skills, enrichment experiences, English language arts, and mathematics. Support services included food, clothing, transportation, attendance services, fees, guidance and counseling, and dental and medical services. The four nonprofit organizations funded to operate prekindergarten programs provided a wide range of readiness activities, recreation and support services to 2,931 four-year-olds. Most of the children participating in the Texas migrant programs were in the elementary grades. The most frequently occurring instructional activity was supplementary reading, with 37,662 pupils participating. Elementary students showed a mean gain of 0.7 months per month of reading instruction; students from grades 7-12 showed a mean gain of 0.8 months per month of instruction. Parent-school-community involvement activities were also conducted in all Texas Migrant programs. The Summer Migrant Program involved 6,947 students, primarily in the elementary grades. These students received supplementary instruction in reading, math, oral language, or any other area needed. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MAR 2 0 1979

ED171452

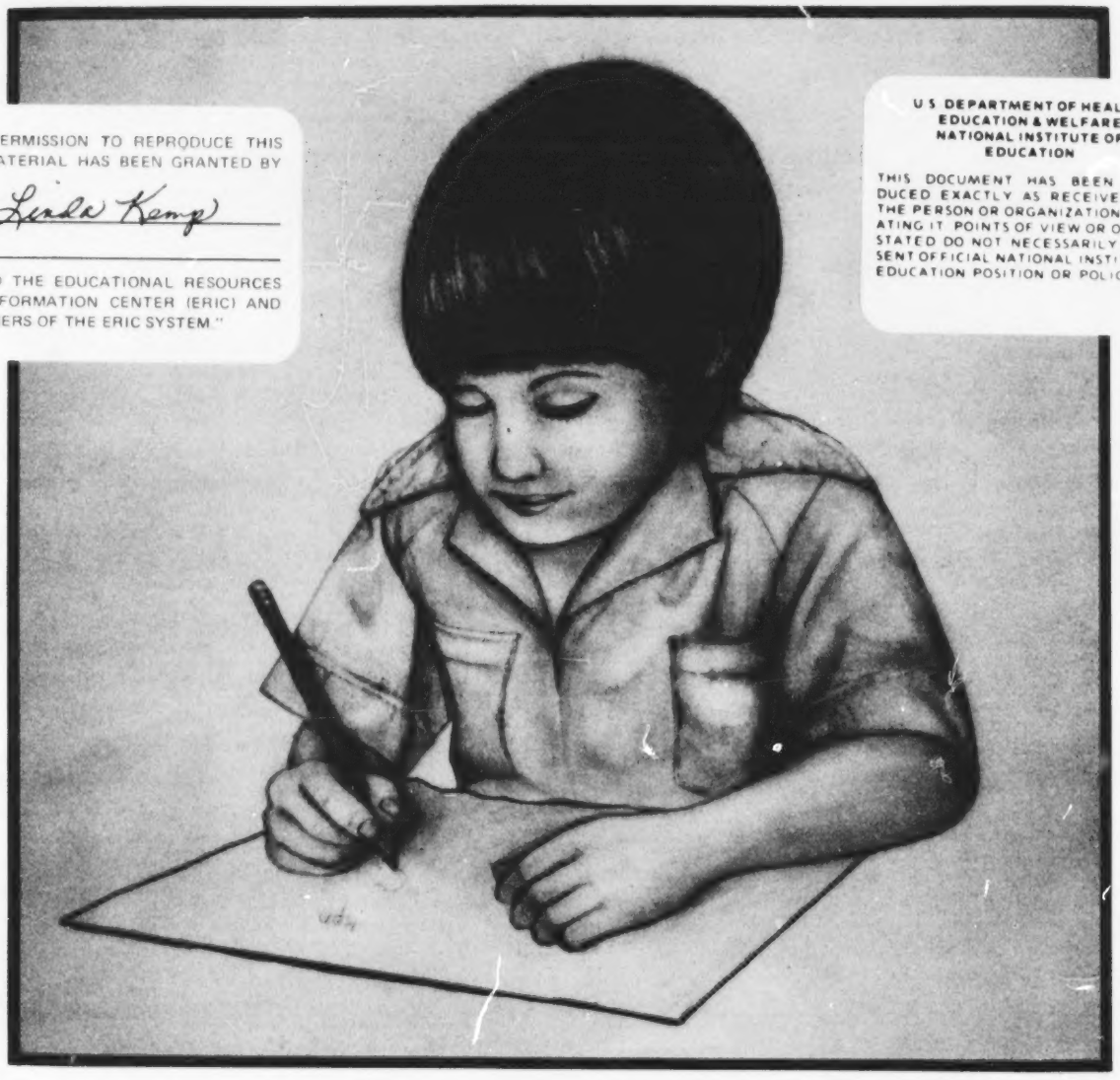
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Kemp

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



ANNUAL REPORT Of The Texas Migrant Education Program ESEA Title 1 1977-78

Texas Education Agency
Austin, Texas 1978

RC011363

Annual Report of the Texas Migrant Program
ESEA, Title I

1977-78

Division of Program Evaluation
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701
December 1978

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964; TITLE IX OF THE EDUCATION AMENDMENTS OF 1972; AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; and with specific requirements of the Modified Court Order, Civil Action No 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, national origin, or sex;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act and/or Title IX of the Education Amendments of 1972 is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TEXAS EDUCATION AGENCY

STATE BOARD OF EDUCATION

(State Board for Vocational Education)

MRS. ELIZABETH R. ARMSTRONG, Lake Jackson
VERNON BAIRD, Fort Worth
JAMES M. BINION, Abilene
JOE KELLY BUTLER, Houston
W. W. CARTER, Amarillo
DON H. COOK, D.D.S., Mesquite
BRYAN CROUCH, Poteet
DR. VIRGINIA CURREY, Arlington
JIMMY L. ELROD, San Antonio
W. H. FETTER, La Marque
WAYNE FREDERICK, Orange
JOSEPH C. GATHE, M.D., Houston
E. R. GREGG, JR., Jacksonville
RUBEN E. HINOJOSA, Mercedes
JIM HOLLINGSWORTH, De Soto
WILLIAM N. KEMP, O.D., Houston
MRS. MARY ANN LEVERIDGE, East Bernard
PAUL MATHEWS, Greenville
REX REDDELL, San Marcos
RICHARD TENIENTE, San Antonio
MRS. LAURA TYNES, Waco
MRS. MARJORY VICKERY, Lewisville
JAMES H. WHITESIDE, Lubbock
WAYNE WINDLE, El Paso

M. L. BROCKETTE, Commissioner of Education
(Executive Officer of the State Board of Education)

L. HARLAN FORD, Deputy Commissioner
for Programs and Personnel Development

ALTON O. BOWEN, Deputy Commissioner
for Administrative Services

CHARLES W. NIX, Associate Commissioner
for Planning and Accreditation

MARVIN VESELKA, Director
Division of Program Evaluation

RICHARD J. HARDEBECK
Program Director

JOSEPH P. HEGARTY
Consultant

PAMELA TACKETT
Planning Assistant

DAN COWAN
Statistician

Contents

Introduction

Background 1

Purposes 2

Philosophy 2

Program. 3

Funding of the Program 4

Participation. 6

Education Service Center Regions 10

Instructional Activities 12

Noninstructional Support Activities. 15

Parent-School-Community Involvement. 18

The Migrant Student Record Transfer System and Recruitment . . 20

Effectiveness of Reading and Mathematics Programs. 21

Prekindergarten Program for Four-Year-Old Migrant Children . . 26

Personnel Funded Through Title I Migrant in Regular Term Programs 29

Texas Summer Migrant Program 31

List of Tables

Table 1 Summary of Title I, Migrant Funds Expended During 1977-78 Regular Term Programs. 5

Table 2 Participation of Children in Migrant Programs. . . . 7

Table 3 Participation in Migrant Programs and Expenditures of Migrant Funds in Each Education Service Center Region. 11

Table 4 Number of Participants and Per Pupil Expenditures in the Migrant Program for Instructional Activities 13

Table 5 Noninstructional Support Activities. 16

Table 6 Reading Achievement Data 24

Table 7 Mathematics Achievement Data 25

Table 8 Skills Mastered by Participants in the Four-Year-Old Program for Migrant Children Level 2 Skills 27

Table 9 Skills Mastered by Participants in the Four-Year-Old Program for Migrant Children Level 3 Skills 28

Table 10 Personnel Funded Through Title I Migrant 30

Table 11 Participation and Expenditures in the Summer Migrant Program in Each Type of Activity 32

Table 12 Expenditure of ESEA, Title I Migrant Funds for 1978 Summer Program. 33

Table 13 Personnel in the Migrant Summer Program. 34

List of Figures

Figure A	Participation Trends	8
Figure B	Participation of Districts	9
Figure C	Percent of Migrant Programs Providing Each Instructional Activity/Support	14
Figure D	Percent of Migrant Programs Providing Each Service/Support.	17
Figure E	Reading Achievement Data -- Mean Pretest and Posttest Scores.	22
Figure F	Mathematics Achievement Data -- Mean Pretest and Posttest Scores.	23

Introduction

Background

The unique educational needs of children of migratory parents began to receive special attention in the State of Texas with the initiation of the Texas Project for the Education of Migrant Children. Started in the fall of 1963, with state and local funds, the project provided special educational experiences for approximately 3,000 students in five school districts. The program showed continued growth over the next few years, but remained a state and locally funded effort. The 1965-66 school year saw the first infusion of federal funds when the project was supplemented by a grant of over $3.3 million from the U. S. Office of Economic Opportunity through Title III-B of the Economic Opportunity Act of 1964. This was followed in 1966-67 by another grant under the same act of nearly $900,000 and a grant of over $2.3 million from Title I of the Elementary and Secondary Education Act. The Title I grant has increased steadily since 1966-67 so that today's migrant education program is almost entirely funded from federal sources.

The need to evaluate the special programs has been present since the inception of the Texas Project for the Education of Migrant Children. The extent and method of evaluating the projects has varied as the program has changed and expanded. The evaluation effort for the 1977-78 school year was authorized in Title I regulations and resulted in different tasks to be performed by the state education agency and local education agencies. The Texas Education Agency required each school district operating a Title I Migrant program to submit a report in which the district evaluated separately each of the components funded in the 1977-78 Application for ESEA Title I Migrant Funds. In the application for funding, the local district established objectives for each component of the migrant program. The evaluative data collected from each district included a rating of the extent to which the objective was achieved and the rationale used in assigning this rating. Test data were to have been submitted for each instructional component; noninstructional support components were evaluated on the basis of subjective information or judgments made by those most closely involved with the component. An explanation was required for any ratings which were inconsistent with the results from the measurement instruments used, as well as for a failure to test all children served in the special programs.

Purposes

In addition to meeting the federal mandate that an annual statewide evaluation of migrant programs funded under Title I be conducted and results reported to the U. S. Commissioner of Education, other purposes of the evaluation process include the following:

- to assure the U. S. Commissioner of Education and the Congress that the funds expended in Texas were used to supplement education for migrant children;
- to provide local school districts with a format for evaluating the migrant program that will produce conclusions and recommendations that can be used for decision making while, at the same time, meeting the need for state information;
- to provide the local school districts with information for determining the needs of children for future program planning;
- to provide personnel of the Texas Education Agency with information to assist in program planning and approval for succeeding years.

Philosophy

The philosophy under which the Texas Migrant Education Programs funded through ESEA, Title I Migrant operated during 1977-78 is described in A Program Guide for Migrant Education produced by the Compensatory and Migrant Education Division of the Texas Education Agency, Austin, Texas. A pilot draft of this document was created in June 1977.

The Texas Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children.

The migratory student in Texas needs special help because of

- the mobility of the family, and
- the difficulties experienced with the use of English as a second language or because of regional dialect.

The Texas Migrant Education Program is committed to the philosophical principles which provide the basis for

- a program that will help the migrant realize the highest possible potential, creativeness, and usefulness, and

. a program that will prepare the migrant to function adequately in the mainstream of the educational program.

Participants in the Texas Migrant Education Program must meet the definition of either a "currently migratory child" or a "formerly migratory child" found in Title 45, Chapter I, Part 116d, Subpart A, Section 116d.2 (see Federal Register, Vol. 43, No. 219, 11/13/78):

> "Currently migratory child" means a child (a) Whose parent or guardian is a migratory agricultural worker or a migratory fisher; and (b) Who has moved within the past twelve months from one school district to another -- or, in a State that is comprised of a single school district, has moved from one school administrative area to another -- to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. This definition includes a child who has been eligible to be served under the requirements in the preceding sentence, and who, without the parent or guardian, has continued to migrate annually to enable him or her to secure temporary or seasonal employment in an agricultural or fishing activity.
>
> "Formerly migratory child" means a child who: (a) Was eligible to be counted and served as a currently migratory child within the past 5 years, but is not now a currently migratory child; (b) Lives in an area served by a Title I migrant education project; and (c) Has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

Program

Descriptive data on the Fiscal Year 1978 Title I Migrant Program were taken from the completed forms entitled Annual Evaluation Report of Programs Funded Through ESEA, Title I Migrant, 1977-78.

There were 280 Texas school districts and four nonprofit organizations approved and funded to operate migrant programs during the 1977-78 school year. Three of the nonprofit organizations and all but nine of the school districts returned the Annual Evaluation Report in time and with data adequate for state reporting purposes.

The educational program may be operated by a district on several different plans, according to the district's needs and situation. Many school districts offer supplementary instructional activities and

extra services during the day. These activities are usually provided by a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides. Other school districts provide an extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction and services after school. Some school districts use a combination of these or other appropriate program plans.

The objectives in all of these program structures have been to provide the migrant pupils with supplementary instruction and support services. The supplementary instruction was primarily in reading, oral language development, communication skills, enrichment experiences, English language arts, and mathematics. The support services included clothing, transportation, attendance services, fees, guidance and counseling, dental and medical services, and food. Staff development has been provided for personnel involved with the migrant program. Other objectives have placed special emphasis on parental involvement programs and recruitment of migrant students. Summer school programs offer a variety of instructional activities, as well as enrichment, physical education, and recreational activities.

The four nonprofit organizations were funded to operate prekindergarten (four-year-old migrant) programs. The programs were designed to provide children with a wide range of readiness activities, recreation, and support services. The nonprofit organizations funded to operate programs during 1977-78 were People United for a Better Life in the Community (PUBLIC), the Texas Migrant Council, Inc., Texas A & I University, and Colonias Del Valle, Inc.

Funding of the Program

Title I Migrant funds are categorical aid designed to provide instruction and services over and above the local and state foundation programs. Educational programs are operated in grades K-12 with special migrant prekindergartens for four-year-olds.

This evaluation report addresses only the direct assistance to the LEAs and nonprofit organizations given through the Texas Migrant Program. During the 1977-78 school year, $30,330,453 was reported as expended for regular term programs by 271 participating Texas school districts and three nonprofit organizations. This includes funds carried over from the previous year.

Table 1 shows the amount and percent of Title I Migrant funds encumbered for each of the areas listed. Salaries to personnel accounted for nearly 78 percent of the expenditures.

Table 1

Summary of Title I, Migrant Funds
Expended During 1977-78 Regular Term Programs

Area of Expenditure	Amount Expended	Percent of Total
Payroll Costs	$23,559,428	77.7%
Materials and Supplies	1,780,698	5.9
Purchased and Contracted Services	1,161,780	3.8
Other Operating Expenses	336,494	1.1
Community Services	1,582,753	5.2
Capital Outlay-Equipment	370,700	1.2
Administration	576,622	1.9
Plant Maintenance and Operation	184,300	0.6
Indirect Cost	777,678	2.6
TOTAL EXPENDED	$30,330,453	100.0%

Participation

During the 1977-78 school year, 85,302 children of migratory parents were involved in programs specifically designed to meet their needs. Of the students participating, approximately 93 percent were of Hispanic origin. Table 2 lists the number and percent of participants in migrant programs by grade level. As in past years, the majority of the children participating were in the elementary grades (approximately 67 percent in prekindergarten through grade 6). Figures A and B present an historical overview of participation over the past 10 years. Both the number of students and the number of districts participating have increased steadily during this time.

All of the children received supplementary instructional services funded through Title I Migrant or other supplementary sources such as Title I, Title VII, The Emergency School Aid Act (ESAA), etc. In addition, over 81 percent received pupil services through the use of Title I Migrant funds.

Table 2

Participation of Children in Migrant Programs

Grade Level	Number of Students	Percent of Total
Prekindergarten	3,226	3.8%
Kindergarten	5,826	6.8
1	8,634	10.1
2	7,804	9.2
3	7,894	9.3
4	8,029	9.4
5	7,731	9.1
6	7,715	9.0
7	7,142	8.4
8	6,748	7.9
9	5,472	6.4
10	3,919	4.6
11	2,929	3.4
12	2,233	2.6
TOTAL	85,302	100.0%

FIGURE A

PARTICIPATION TRENDS

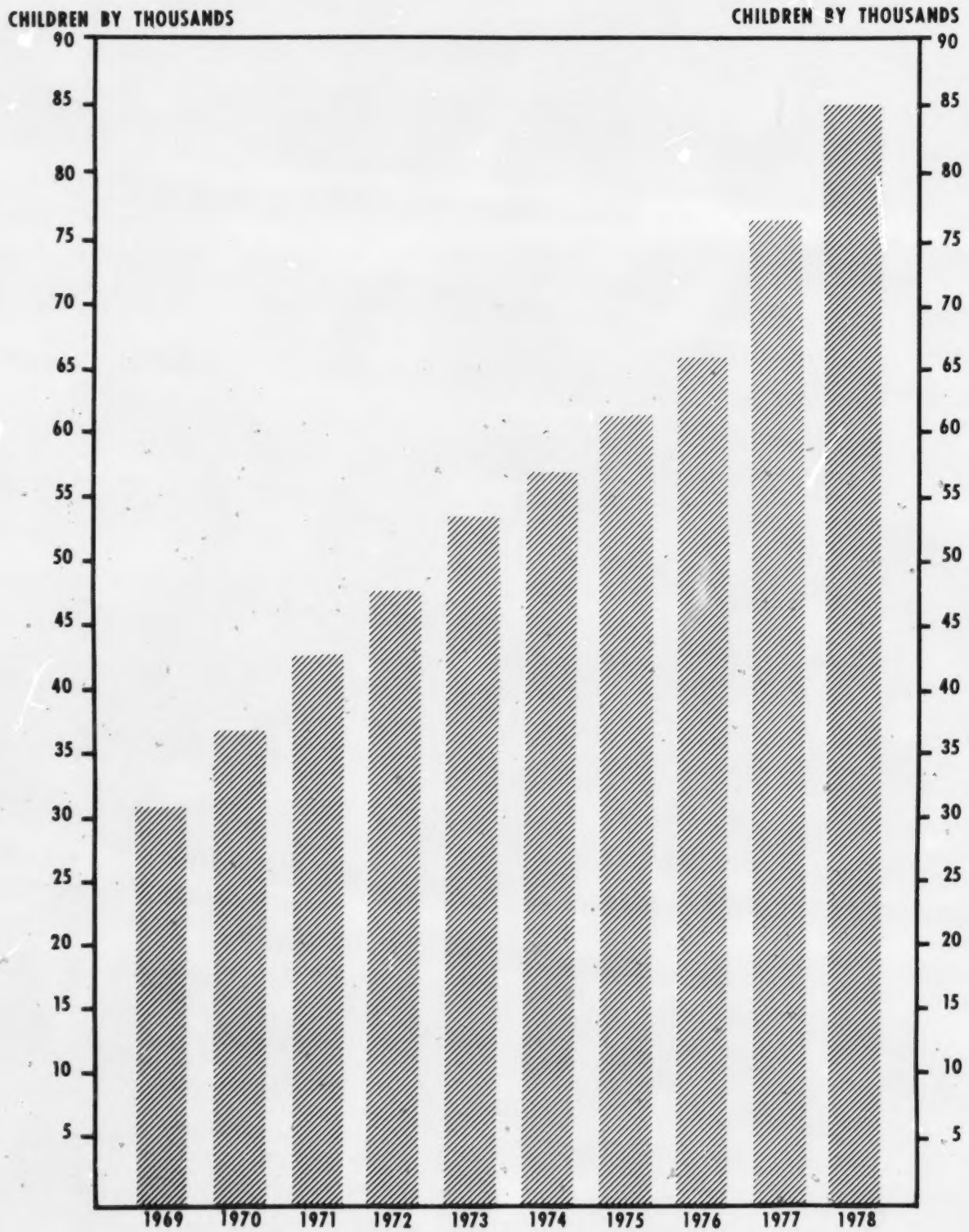
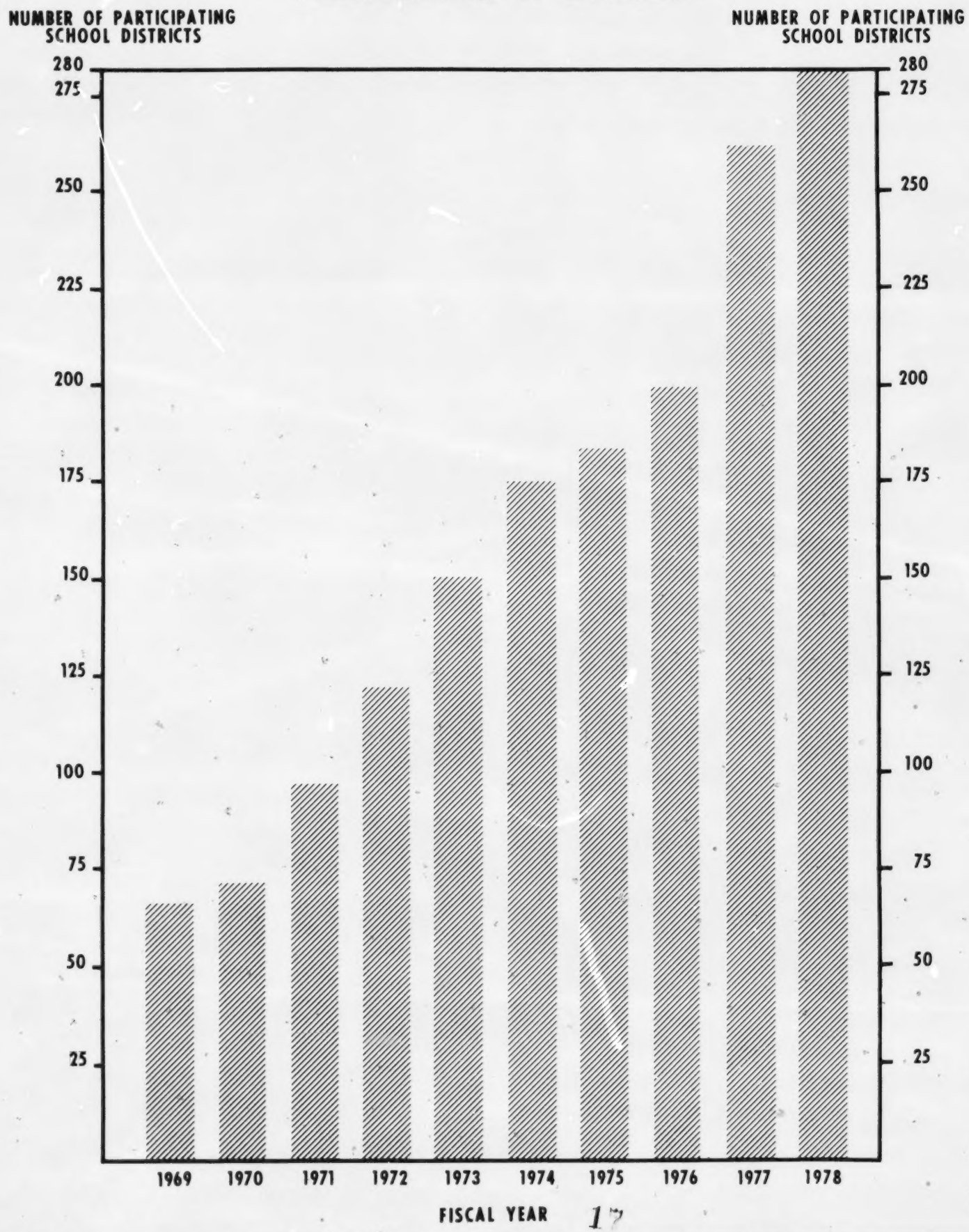


FIGURE B

PARTICIPATION OF DISTRICTS



Education Service Center Regions

The State of Texas is divided into 20 regions that provide a network for a more efficient delivery of educational services. Each region has an education service center (ESC) that provides leadership, technical assistance, and support for the local education agencies in that region.

Table 3 reveals information about participation of migratory children and expenditure of Title I Migrant funds within each ESC region. These data show that participation of students and expenditure of funds are not evenly distributed across the state. Participants in ESC Region I account for nearly half of the migrant students in Texas. In addition, almost half of the Title I Migrant funds expended in 1977-78 in the state were spent in Region I. ESC Region I is located in South Texas along the Mexican border. Four ESC regions had no migrant participants at all.

More detailed information concerning the data contained in this report is available for each individual ESC region. For further information, contact the Division of Program Evaluation of the Texas Education Agency

Table 3

Participation in Migrant Programs and Expenditures of Migrant Funds in Each Education Service Center Region

ESC Region	Number of Participants	Title I Migrant Funds Expended	Per Pupil Expenditure
1	38,704	$14,849,906	$383.68
2	3,933	1,411,791	358.96
3	611	170,118	278.43
4	655	378,740	578.23
6	1,783	467,356	262.12
10	388	109,558	282.37
11	66	31,327	474.65
12	1,587	569,079	358.59
13	4,589	1,529,604	333.32
14	1,643	459,531	279.69
15	4,048	1,499,532	370.44
16	3,731	1,203,386	322.54
17	8,990	2,588,031	287.88
18	2,251	731,137	324.81
19	1,116	235,885	211.37
20	11,207	4,095,472	365.44
TOTAL	85,302	$30,330,453	$355.57

Instructional Activities

The most frequently occurring instructional activity was supplementary instruction in reading. More pupils (37,662) participated in reading programs than any other type program, and more districts offered reading activities than any other type activity. In addition, instruction in reading often took place in components entitled "language arts," "oral language," "communication skills," "language development," and "all basic subject areas."

Table 4 shows the number of participants by instructional activity along with the amount of money expended and per pupil expenditure for each type of activity. The activity labeled "Instructional Support" is comprised of nonteaching activities that support the instructional effort. Reported in this category would be the participants and money expended for library, media center, diagnostic, and resource activities. The "All Basic Subject Areas" activity focused on individualized instruction. Participants in this activity were provided supplementary instruction in any area, according to each student's diagnosed need.

It should be noted that the number of participants in kindergarten programs is less than the total number of migrant kindergarten children (see Table 2). The difference is caused by the inclusion of some kindergarten children in other program areas. The children reported in Table 4 as kindergarten participants include only those participants in a kindergarten program which was funded as a separate entity from other programs in a district.

Figure C illustrates the percent of migrant programs that provided each type of instructional activity or support.

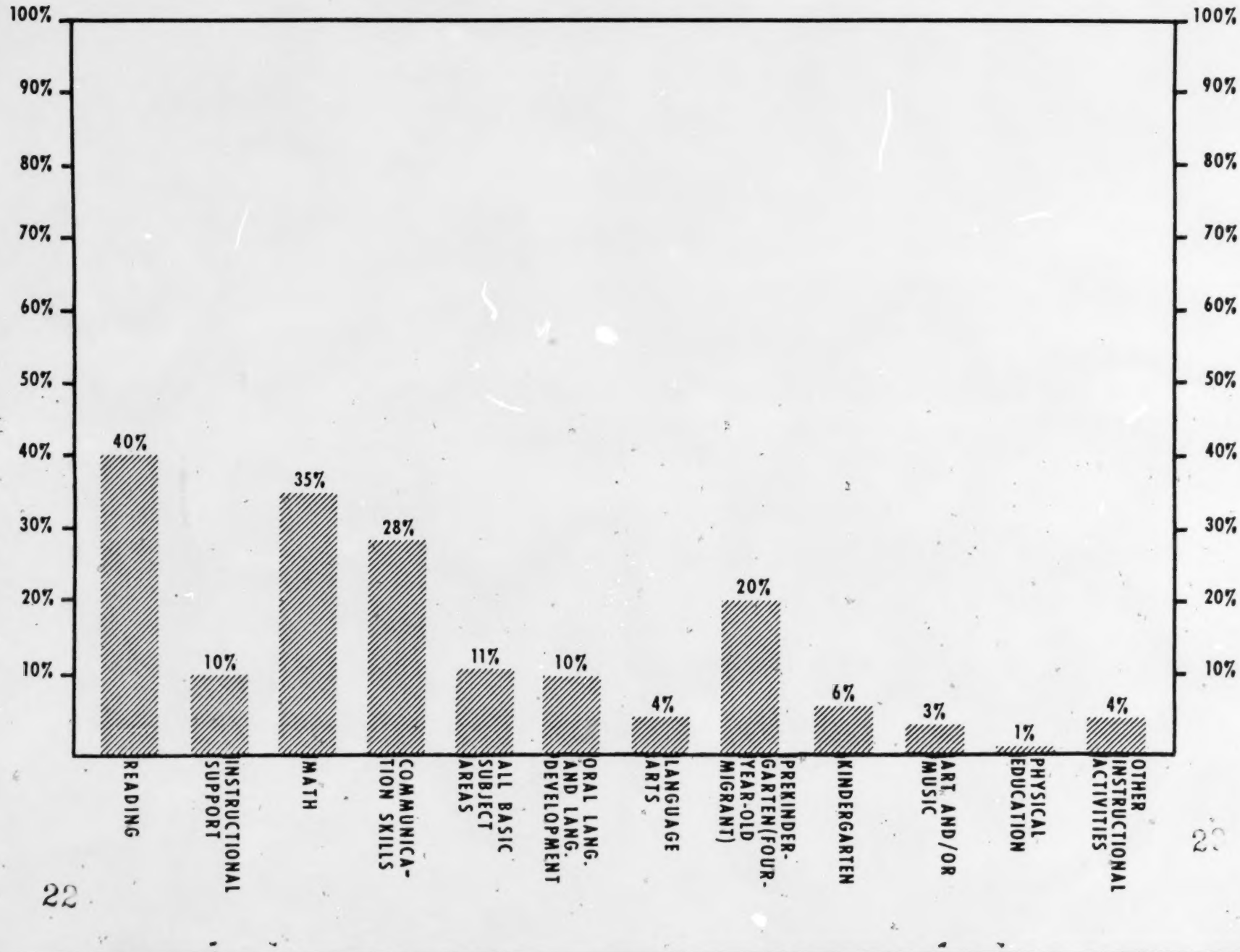
Table 4

Number of Participants and Per Pupil Expenditures in the Migrant Program by Instructional Activities

Instructional Activity	Number of Participants	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Reading	37,662	$ 7,049,333	$187.17
Instructional Support	27,651	523,630	18.94
Mathematics	21,321	3,258,108	152.81
Communication Skills	18,406	4,211,400	228.81
All Basic Subject Areas	13,354	1,457,289	109.13
Oral Language/Language Development	12,368	1,922,388	155.43
Language Arts	3,930	686,307	174.63
Prekindergarten (Four-Year-Old Migrant)	2,931	2,793,930	953.23
Kindergarten	1,434	546,086	380.81
Art and/or Music	874	47,436	54.27
Physical Education	459	17,011	37.06
Other	5,201	212,307	40.82
TOTAL	75,280 (unduplicated)	$22,725,225	

FIGURE C

PERCENT OF MIGRANT PROGRAMS PROVIDING EACH INSTRUCTIONAL ACTIVITY/SUPPORT



Noninstructional Support Activities

Participation and expenditures for noninstructional support activities were reported according to the description in the components of the Application for ESEA Title I Migrant Funds. Table 5 displays the different support components reported. Figure D shows the percent of migrant programs providing each type of service or support activity.

The "All Ancillary Services" component encompasses all of the various pupil services in the cases where the districts did not report these separately. Because of some inconsistency in reporting, it is difficult to ascertain accurately the extent and specific type of services received by pupils. However, local districts are still able to evaluate the component by the objectives established in the approved application.

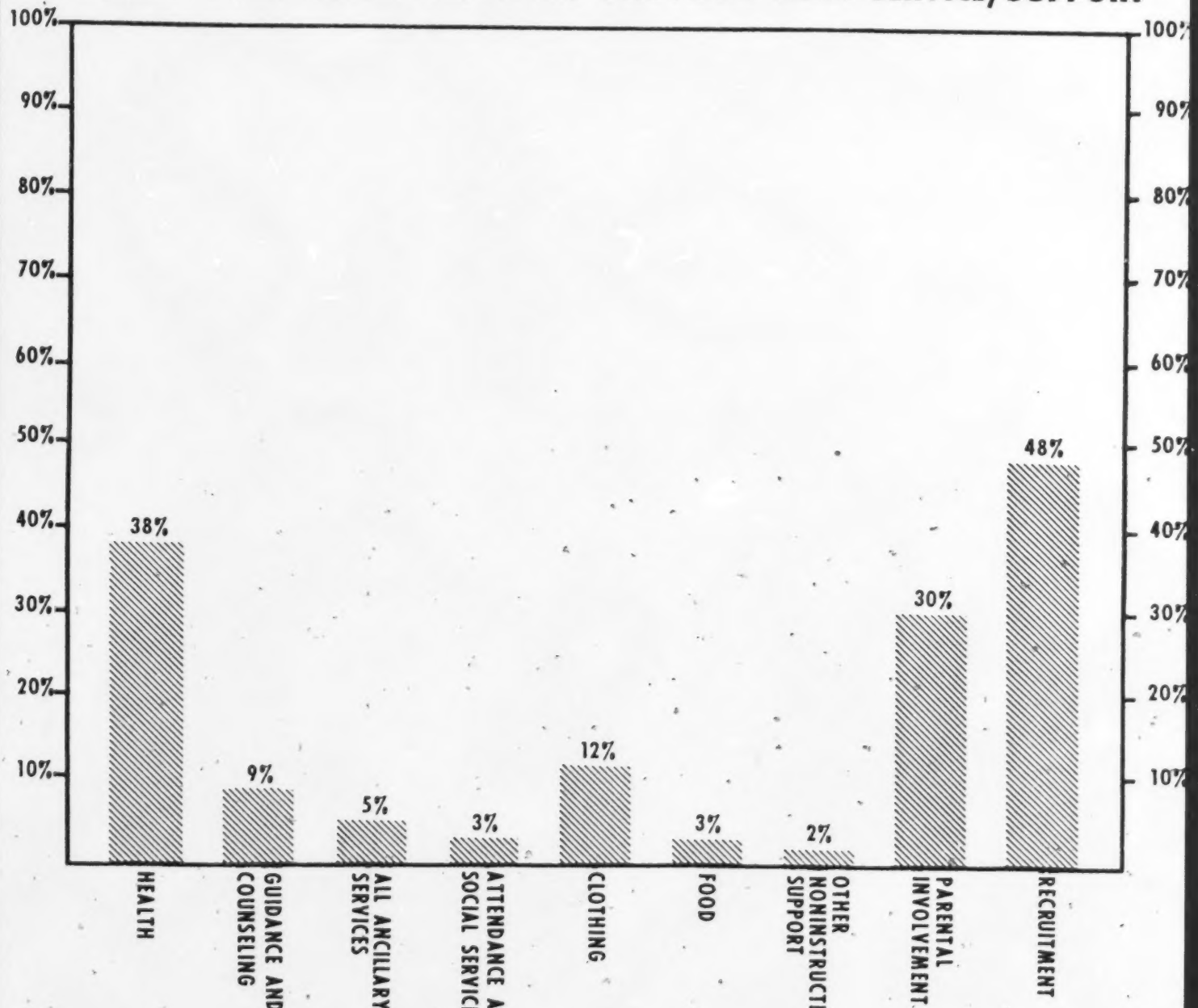
Table 5

Noninstructional Support Activities

Support Component	Number Receiving Service	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Health	46,766	$1,112,670	$23.79
Guidance and Counseling	22,016	916,095	41.61
All Ancillary Services	14,720	533,791	36.26
Attendance/Social Services	7,564	75,920	10.04
Clothing	10,713	67,817	6.33
Food	1,788	50,411	28.19
Other Noninstructional Support	626	46,273	73.92
TOTAL	69,323 (unduplicated)	$2,802,977	

FIGURE D

PERCENT OF MIGRANT PROGRAMS PROVIDNG EACH SERVICE/SUPPORT



Parent-School-Community Involvement

Parental involvement is an important component of the educational process. The involvement and cooperation of parents with the school can add significantly to the effectiveness of a Migrant Education Program in meeting the needs of migrant children.

The Parent-School-Community Involvement (PSCI) activities are aimed at coordinating three important influences on the total development of the child: the home, the school, and the community. The goals of these basic institutions should reinforce and complement each other. Among the goals of a PSCI program are:

- to develop rapport between migrant parents, school personnel, and the community by increasing interpersonal contacts;
- to increase interest and knowledge among migrant parents about the education of their children;
- to involve all school personnel in the development of an effective PSCI program;
- to make migrant parents and school personnel aware of local, state, and federal agencies or other organizations that may provide assistance and support to migrants, and
- to involve migrant parents in and promote all types of educational opportunities.

Home visits are often used to initiate a parental involvement program. These visits establish rapport with migrant parents and serve as a means to invite them to visit the child's classroom and school. School personnel can also gain knowledge about the student's home environment and educational needs.

After initial visits, school personnel continue to involve parents in meaningful activities that give them an opportunity to assist in planning the Migrant Education Program. Parental involvement embraces more than parent participation in the school program or visitation to the school. Migrant parents are shown how to help their children at home.

All migrant programs in Texas involved migrant parents in the Migrant Education Program. The extent of this involvement varied with the number of migrant students in the district and the amount of Title I Migrant funds available. About 30 percent of the migrant programs provided parental involvement activities in a component that was funded

separately from the other Title I migrant components. These programs cost $1,281,377 in Migrant funds to involve 20,016 parents, making the average expenditure $64 per parent.

The Migrant Student
Record Transfer System and Recruitment

Recruitment may be defined as the location, identification, and enrollment of eligible migratory children. Effective methods of identifying migrant students and collecting the necessary information to establish eligibility for funding include home visits, interviews, and follow-up contacts. A strong recruitment program is aided by the Migrant Student Record Transfer System (MSRTS).

The MSRTS is a computer-based data system intended to facilitate the efficient transmittal of pupil records as students transfer from one school district to another within the migrant stream throughout the nation. The system has terminals in 14 regional education service centers. Student data are recorded and updated on a record transfer form used by classroom and health personnel. Data entered on the MSRTS determine the federal allocation to migrant education programs in each state.

During the 1977-78 school term, 48 percent of the migrant programs in Texas used Title I Migrant dollars to fund a separate recruitment component. A total of $1,102,822 was expended in these components.

Effectiveness of Reading and Mathematics Programs

Figures E and F present the mean pretest and posttest scores by grade level for the reading and mathematics programs funded through Title I Migrant in Texas. Test results, as presented in these figures, show that the posttest mean score was higher than the corresponding pretest mean score in all cases, indicating a mean gain at each grade level. The grade equivalent mean gains ranged from 0.5 to 0.9 in reading and from 0.1 to 1.0 in mathematics. Grade equivalent gains of 0.7 and 0.8 were the most frequent means computed in the reading components, and 0.9 and 1.0 were the most frequent means computed in the mathematics components.

Presented in Tables 6 and 7 are the number of students tested by grade level, and an indication of the percentage of program participants showing gains/losses of months per month of instruction.

It should be noted that the time between pretest and posttest was less than one year for most districts. This must be kept in mind when studying these results since a program with a mean rate of gain of 1.0 months per month of instruction would not necessarily show a mean gain of 1.0 grade equivalent for the 1977-78 school year.

The mean gain in reading was 0.7 months per month of instruction for the elementary grades (grades 2-6) and 0.8 months per month of instruction for grades 7-12. The mean gain in mathematics was 0.8 months per month of instruction in the elementary grades and 0.7 months per month of instruction for grades 7-12. The raw data used to compute these gains were taken from tables provided to the local districts that grouped losses and "no gain" together and counted them as zero months per month of instruction. Also, gains of two or more months per month of instruction were grouped together and all counted as two months per month gains. Had the scale been extended to include exact values, the gains would probably have been less in mathematics and reading for grades 7-12 because of the nature of the distribution of the extremes.

It should be noted that the data used in the preparation of these charts come from a variety of testing instruments, all of which report in terms of grade equivalency. These tests may vary in reliability, validity, norming procedures, skills measured, difficulty, and other factors.

FIGURE E

READING ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

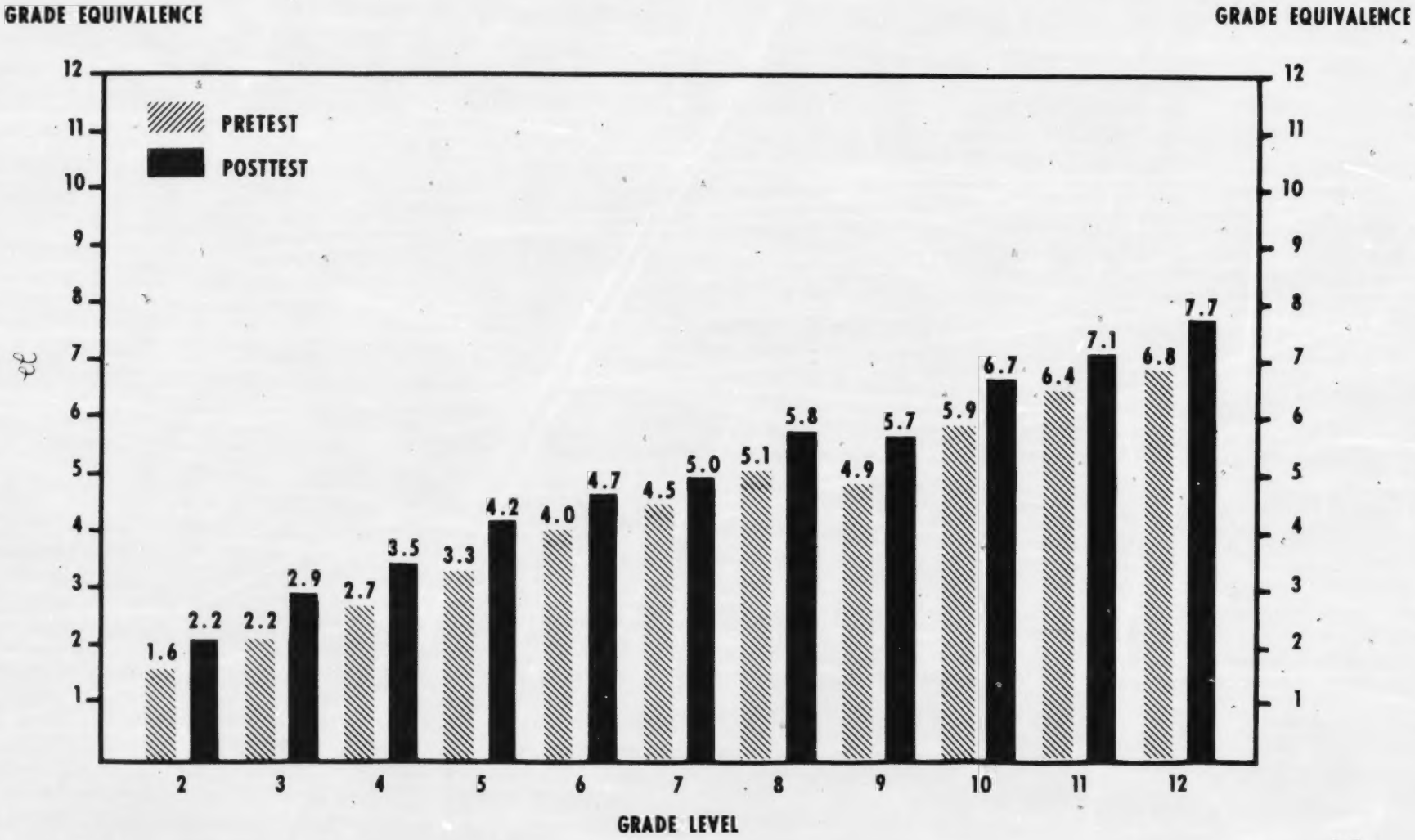


FIGURE F

MATHEMATICS ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

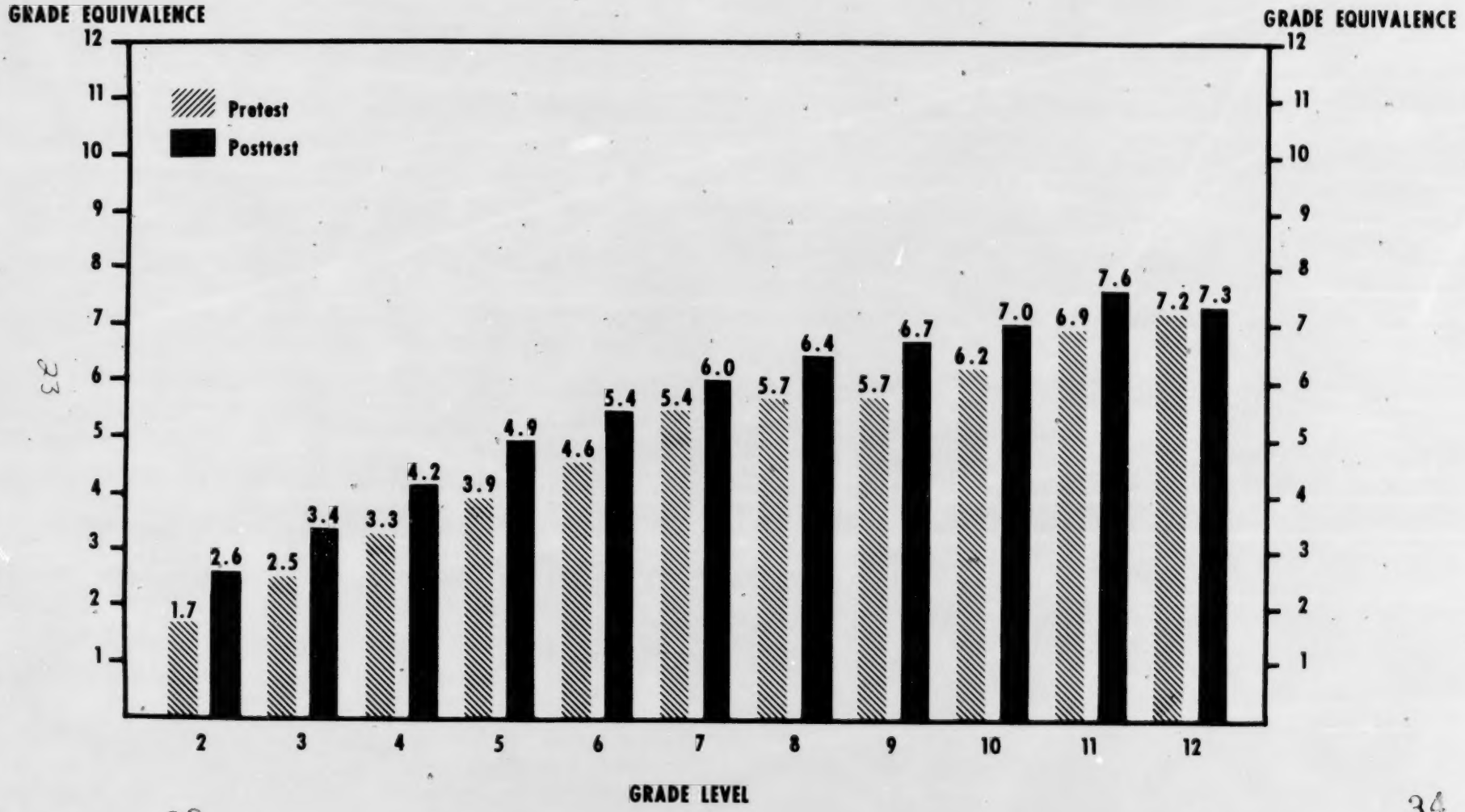


Table 6

Reading Achievement Data

Grade Level	Number in Program	Number Tested	Percent of Pupils Showing Gains/Losses of Months Per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
2	4,174	1,808	14.8%	23.1%	21.0%	41.1%
3	4,315	2,314	14.3	19.3	17.4	49.0
4	4,426	2,343	16.2	15.0	16.8	52.0
5	4,582	2,319	18.4	15.1	13.5	53.0
6	4,134	2,091	20.5	15.9	13.8	49.8
7	3,391	1,826	25.3	15.7	11.9	47.1
8	3,072	1,496	25.1	13.2	11.5	50.2
9	1,946	706	28.6	10.6	9.4	51.4
10	1,116	332	28.3	9.4	6.0	56.3
11	710	185	32.4	7.6	5.9	54.1
12	508	114	28.1	6.1	5.3	60.5
TOTAL	32,374	15,534	19.7%	16.1%	14.6%	49.6%

Table 7

Mathematics Achievement Data

Grade Level	Number in Program	Number Tested	Percent of Pupils Showing Gains/Losses of Months Per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
2	2,208	1,201	7.8%	18.7%	20.2%	53.3%
3	2,498	1,449	7.6	15.9	16.3	60.2
4	2,946	1,656	9.4	16.1	17.2	57.3
5	2,707	1,510	13.2	15.2	14.6	57.0
6	2,638	1,304	12.7	16.7	14.7	55.9
7	2,238	1,087	24.3	12.9	9.6	53.2
8	1,660	780	26.4	11.7	6.8	55.1
9	863	315	20.0	12.7	9.5	57.8
10	385	68	33.8	8.8	11.8	45.6
11	290	60	30.0	15.0	11.7	43.3
12	164	24	50.0	8.3	4.2	37.5
TOTAL	18,597	9,454	13.9%	15.4%	14.6%	56.1%

Prekindergarten Program for Four-Year-Old Migrant Children

The migrant prekindergarten program for 1977-78 served 2,931 four-year-olds. Almost $2.8 million in Title I Migrant funds were expended statewide in this program.

The prekindergarten program usually is a self-contained unit with no more than 20 children for each teacher and aide. However, the program can operate, within guidelines, in an open classroom structure with the kindergarten.

A bilingual-multicultural curriculum especially designed for Texas migrant children by the Southwest Educational Development Laboratory (SEDL) is utilized in all existing programs. This curriculum contains components in bilingual language development, gross and fine motor coordination, visual and auditory skills, and cognitive development. Individualization of instruction is built into the assessment and teaching process so children may progress according to their unique developmental rates.

The SEDL curriculum is divided into units in which different levels of skills are taught and assessed. The higher level skills -- levels 2 and 3 -- can usually be mastered by a significant number of the four-year-old children. Forty-five districts tested level 2 skills and 28 programs had advanced far enough to test as least some level 3 skills. Tables 8 and 9 show the extent to which these skills were mastered by the students tested.

Staff development and inservice are required and made available through migrant education service center staff members throughout the state.

Table 8

Skills Mastered by Participants in the
Four-Year-Old Program for Migrant Children

Level 2 Skills

Mastery Skills	Number of Pupils Tested	Percent of Pupils Mastering Skill
Reproducing block design in perspective	1,548	89.2%
Pointing to same coins	1,504	89.2
Pointing to pictures named	1,528	95.2
Naming missing picture	1,530	89.0
Naming pairs of rhyming words	1,475	68.6
Matching sounds and pictures	1,504	92.8
Imitating body movement modeled	1,509	96.8
Completing dot-to-dot pictures	1,477	83.6
Labeling pictures	1,529	86.5
Following directions	1,513	79.5
Naming animals	1,517	95.1
Stating differences between two animals	1,511	89.3

Table 9

Skills Mastered by Participants in the
Four-Year-Old Program for Migrant Children

Level 3 Skills

Mastery	Number of Pupils Tested	Percent of Pupils Mastering Skill
Completing board matrix	685	92.0%
Reproducing block pattern from memory	742	89.1
Pointing to picture having name that rhymes with cue	720	68.2
Narrating part of story shown in two pictures	751	86.0
Catching ball with both hands	772	94.6
Throwing ball with both hands	773	95.2
Describing texture of twig in bag	690	83.8
Describing action shown in picture	763	92.7
Stating two differences between two pictures	746	88.6
Sorting pictures	745	89.9

Personnel Funded Through Title I Migrant in Regular Term Programs

A total of 4,000 personnel were funded in whole or in part through Title I Migrant during the 1977-78 regular term. Seventy-two percent of these were direct instructional personnel (teachers and teacher aides). Table 10 provides statistical information on the number of personnel funded by category and the extent of staff development activities for those personnel.

The "General Staff Development" activities are usually those required during the 10 days of inservice education mandated by the State Legislature. Ninety-five percent of all personnel funded through Title I Migrant participated in these general activities. In addition, 84 percent of all personnel funded through Title I Migrant participated in staff development activities specifically designed to prepare them for working with migrant children. A higher percentage of the instructional personnel participated in staff development activities than the percentage of total personnel. Ninety-eight percent of the teachers and teacher aides participated in general staff development and 87 percent received special preparation for working with migrant children.

Table 10

Personnel Funded Through Title I Migrant

Personnel Position	Number of Personnel Funded Through Title I Migrant	Personnel Participating in Staff Development Activities			
		General Staff Development		Preparation For Working With Migrant Children	
		Number	Percent	Number	Percent
Administrators and Supervisors	116	115	99.1%	107	92.2%
Elementary Teachers	869	863	99.3	784	90.2
Secondary Teachers	384	382	99.5	358	93.2
Multilevel Teachers	72	70	97.2	59	81.9
Elementary Aides	1,242	1,197	96.4	1,066	85.8
Secondary Aides	238	224	94.1	183	76.9
Multilevel Aides	72	70	97.2	59	81.9
Librarians	10	10	100.0	9	90.0
Visiting Teachers & Community Liaison Personnel	235	228	97.0	211	89.8
Guidance Counselors	74	74	100.0	67	90.5
Nurses	61	59	96.7	54	88.5
Nurses Aides	58	54	93.1	50	86.2
Other Professional Personnel	82	76	92.7	72	87.8
Other Nonprofessional Personnel	487	390	80.1	299	61.4

Texas Summer Migrant Program

A total of 6,947 students participated in the 1978 summer program. Ninety-six percent of the participants were of Hispanic origin. Students enrolled in the elementary grades (prekindergarten through 6) accounted for 91 percent of the total participants in the summer migrant program. The cost of the summer school operation was approximately $282 per pupil.

Students participated in instructional activities and received pupil services funded through Title I Migrant. Table 11 displays the number of students involved in each activity or service and the amount of Title I Migrant dollars expended in each category. The "All Basic Subject Areas" activity is an instructional activity designed to meet the individual needs of the students. Participants are given supplementary instruction in reading, mathematics, oral language, or any other area needed. The "Instructional Support" activity includes those participants and expenditures in activities designed to support the instructional activities. These activities center around libraries, media centers, resource teachers and teacher aides, and similar components. "All Ancillary Services" encompasses all of the various pupil services where they are not reported separately by the districts.

In addition to the expenditures in the activities indicated in Table 11 for the summer migrant program, $8,365 was spent on parental involvement activities.

Table 12 gives information on how Title I Migrant funds were used during the summer term. Table 13 shows the number of personnel employed by position. From these two tables it can be noted that most of the $1,957,238 was used for employment of elementary teachers, teacher aides, and other support personnel.

Table 11

Participation and Expenditures in the Summer Migrant Program in Each Type of Activity

Activity/Service	Number of Students Involved	Title I Migrant Funds Expended	Per Pupil Expenditure of Title I Migrant Funds
Instructional Activity:			
Reading	2,198	$264,072	$120
Mathematics	1,370	83,224	61
Oral Language/Language Development	1,197	217,551	182
Communication Skills	1,352	159,120	118
All Basic Subject Areas	2,919	570,131	195
Kindergarten-Prekindergarten	281	72,977	260
Art and/or Music	1,358	32,799	24
Physical Education	2,088	105,356	50
Instructional Support	1,744	38,444	22
Noninstructional Support Activity:			
Health	2,278	120,749	53
Food	1,243	19,657	16
Other Noninstructional Support	1,698	41,410	24
All Ancillary Services	2,071	101,491	49

Table 12

Expenditure of ESEA, Title I Migrant Funds
for 1978 Summer Programs

Area of Expenditures	Amount of ESEA, Title I Migrant Funds Expended	Percent of Total ESEA, Title I Migrant Funds Expended
Payroll Costs	$1,331,212	68.0%
Materials and Supplies	233,991	12.0
Purchased and Contracted Services	156,713	8.0
Other Operating Expenses	54,395	2.8
Community Services	60,977	3.1
Capital Outlay-Equipment	9,516	0.5
Administration	7,750	0.4
Plant Maintenance and Operation	74,695	3.8
Indirect Costs	27,989	1.4
TOTAL	$1,957,238	100.0%

Table 13

Personnel in the Migrant Summer Program

Personnel Position	Number of Personnel
Administrators and Supervisors	21
Elementary Teachers	407
Secondary Teachers	15
Multilevel Teachers	19
Elementary Aides	401
Secondary Aides	15
Multilevel Aides	24
Librarians	9
Visiting Teachers and Community Liaison Personnel	23
Guidance Counselors	5
Nurses	19
Nurses Aides	20
Other Professional Personnel	35
Other Support Personnel	183